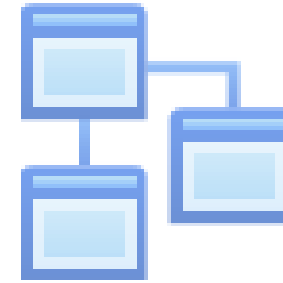


Lesson

USING THE “LESSON” ACTIVITY MODULE IN MOODLE AS A PRIMARY BUILDING BLOCK FOR ONLINE COURSES

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Associate VP for Instructional Technology & Online Education
MidAmerica Nazarene University

For SIDLIT 2017



Lesson

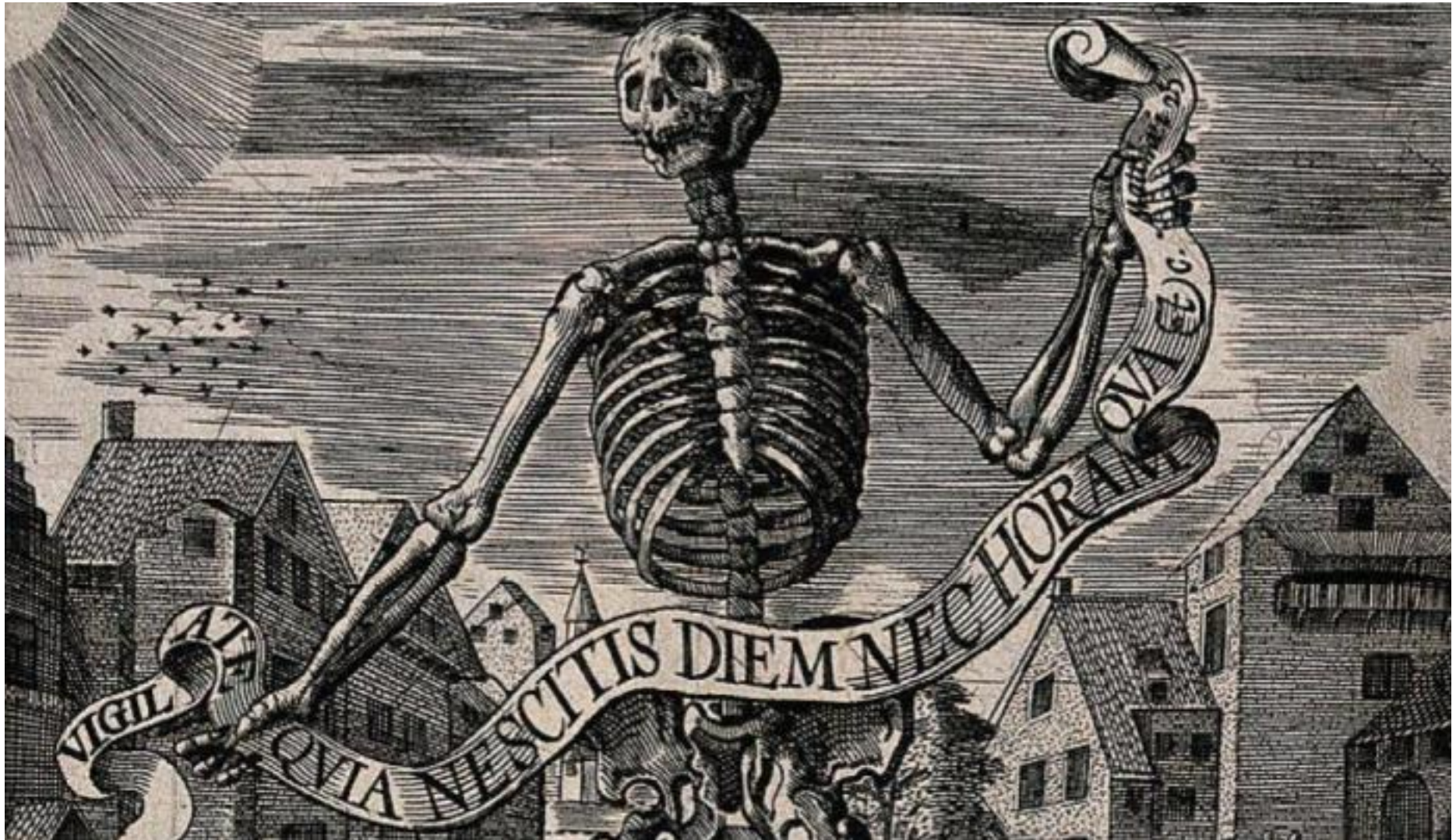
ONLINE COURSES BEFORE DISCIPLINE AND STANDARDIZED DESIGN

The Moodle “Scroll of Death”

- Students need LOTS of information for a course, right?
 - Syllabus
 - Copies of articles to read
 - Assignments
 - Maps of the campus and buildings
 - Course policies
 - Readings and references lists
 - Copies of all the PowerPoint slides
 - Disclosures and waivers
 - ... and on, and on, and on ...



The Dreaded Scroll of Death



The Dreaded Scroll of Death



Learning Activity Five



Group Presentation: Innovative Response to the IOM (2011) Report



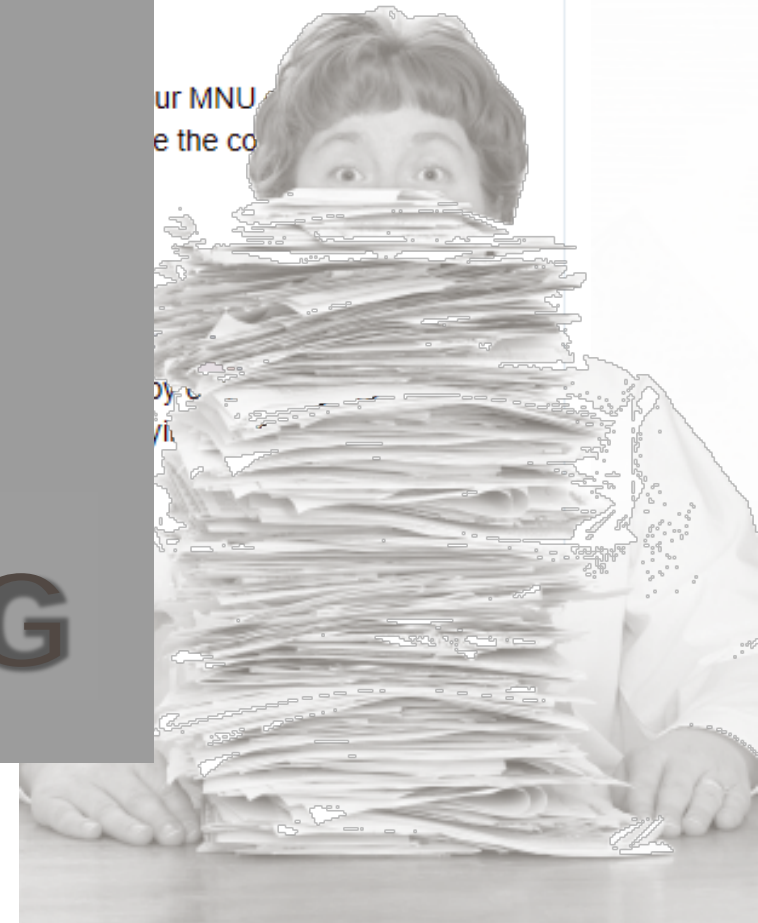
CONTEXT ~~X~~ IS KING

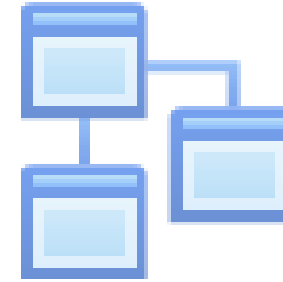


RWJF - Research and Data: Leadership



RWJF - Success Stories: Leadership





Lesson

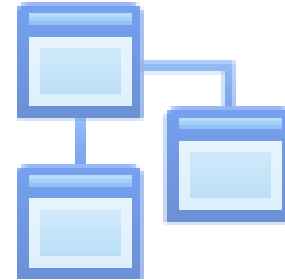
ONLINE COURSES AFTER DISCIPLINE AND STANDARDIZED DESIGN

The Moodle **Lesson** plus
Other Activities and Resources to Add Structure and Organization

The Moodle Lesson Activity



The lesson activity module enables a teacher to deliver content and/or practice activities in interesting and flexible ways. A teacher can use the lesson to create a linear set of content pages or instructional activities that offer a variety of paths or options for the learner. In either case, teachers can choose to increase engagement and ensure understanding by including a variety of questions, such as multiple choice, matching and short answer. Depending on the student's choice of answer and how the teacher develops the lesson, students may progress to the next page, be taken back to a previous page or redirected down a different path entirely.

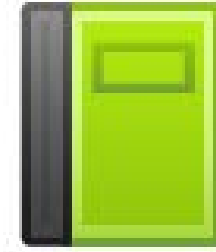


Lesson

A lesson may be graded, with the grade recorded in the gradebook.

Lessons may be used

- For self-directed learning of a new topic
- For scenarios or simulations/decision-making exercises
- For differentiated revision, with different sets of revision questions depending upon answers given to initial questions
- To provide **Learning CONTEXT**



Book

A RELATED ORGANIZATIONAL RESOURCE

The Moodle **Book**: A multi-page alternative to downloadable documents

The book module enables a teacher to create a multi-page resource in a book-like format, with chapters and subchapters. Books can contain media files as well as text and are useful for displaying lengthy passages of information which can be broken down into sections.



Book

A book may be used

- To display reading material for individual modules of study
- As a staff departmental handbook
- As a showcase portfolio of student work
- To provide a **Course Syllabus**
- To provide **Learning CONTEXT**

Basic Structure of a Lesson Page



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Learning Content
Providing CONTEXT!

Navigation

Basic Moodle (85 min) ?

[Preview](#) [Edit](#) [Reports](#) [Grade essays](#)

Management (Instructors)

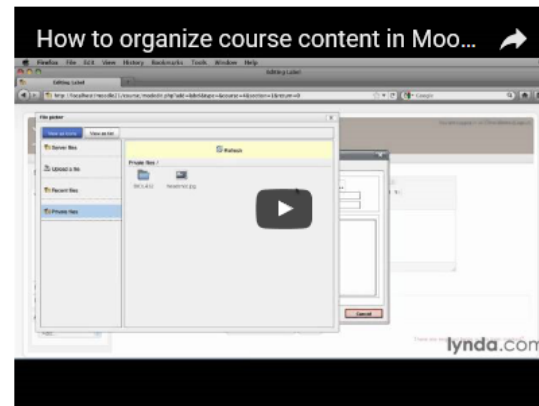
Ongoing score is only displayed for student. Login as a student to test ongoing score

Organizing Content in Moodle

This video gives you one more look at organizing content in Moodle. Some guidelines for you as you consider using the tools introduced here:

1. Whitespace is your friend. Allow enough "breathing room" (i.e. "whitespace") around pieces of content, and around related sets of content. This makes it easier for your student to find and use your content.
2. Limit the number of fonts on a page. It's better to use the Styles from Moodle in the editor (Paragraph, Heading 1, Heading 2, etc.) than to individually assign fonts, font styles, and font sizes. A good guide is no more than two or three different fonts on a page.
3. Limit the use of colored text, using no more than three colors on a single page.

An excellent resource for learning more about clean, simple design is [The Nondesigner's Design Book](#), by Robin Williams.



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Inline Formative Assessments



Education Technology for Instructors

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Quiz
Question

Basic Moodle (85 min) ?

[Preview](#) [Edit](#) [Reports](#) [Grade essays](#)

Ongoing score is only displayed for student. Login as a student to test ongoing score

Concept Check: Course Formats

Which of the following answers lists the two most common ways of arranging a course in Moodle?



Multiple
Choice

- ☐ Online and On-ground
- ☐ Activities and Resources
- ☐ Topics and Weeks
- ☐ Assignments and Lessons

Submit
Answer

Submit

Formative Feedback, in CONTEXT



Education Technology for Instructors

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Basic Moodle (85 min) ?

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Ongoing score is only displayed for student. Login as a student to test ongoing score

Concept Check: Course Formats



Which of the following answers lists the two most common ways of arranging a course in Moodle?

Your answer : Assignments and Lessons
No, these are activities you can add to a course.

[Continue](#)

[Try Again](#)

Incorrect Answers can
receive immediate feedback

Formative Reinforcement, in CONTEXT



Education Technology for Instructors

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Basic Moodle (85 min) ?

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Ongoing score is only displayed for student. Login as a student to test ongoing score

Concept Check: Course Formats



Which of the following answers lists the two most common ways of arranging a course in Moodle?

Your answer : Topics and Weeks

Yes. course format is one of the choices you make early in the creation of a new course, and arranging content by Topics or by Weeks are the most common two choices.

[Continue](#)

Correct Answers can
receive positive reinforcement

Creating Learning Content



Basic Moodle (85 min) ?

► Expand all

▼ Add a content page

Page Title

Page title*

Introduction to Basic Moodle

Page contents



Basic Moodle, Introduction

In the following sections we'll cover:

- A Moodle Overview
- The Moodle interface
- Creating a basic course structure

Use this opportunity to learn about the basic information of how Moodle is organized and how to begin

Moodle documentation can be downloaded at www.moodle.org.

Total estimated time for this lesson: 85 minutes

☒ Arrange content buttons horizontally?

☒ Display in menu?



This page

Next page

Previous page

End of lesson

Unseen question within a content page

Random question within a content page

Random content page

Introduction to Basic Moodle

Moodle Overview

The Moodle Interface

Creating a basic course structure

Organizing Content in Moodle

Common Moodle Course Settings

Course formats in Moodle

Concept Check: Course Formats

Concept Check: Student information and navigation

Concept Check -- Design Elements

▼ Content 1

Navigation

Description*

Next Page

Jump

Next page

Reviewing and Editing the Structure of a Lesson



Education Technology for Instructors

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Basic Moodle (85 min) ?

[Preview](#) [Edit](#) [Reports](#) [Grade essays](#)

[Collapsed](#) [Expanded](#)

[Import questions](#) | [Add a cluster](#) | [Add a content page](#) | [Add a question page here](#)

Introduction to Basic Moodle ⚙ ⚙ 🔍 ✕

Basic Moodle, Introduction

In the following sections we'll cover:

- A Moodle Overview
- The Moodle interface
- Creating a basic course structure

Use this opportunity to learn about the basic information of how Moodle is organized and how to begin interacting with its tool set.

Moodle documentation can be downloaded at www.moodle.org.

Total estimated time for this lesson: 85 minutes

Content

[Content 1:](#) [Next Page](#)

[Jump 1:](#) [Next page](#)

Options

Learning
Content

Navigation

All
Lesson
Pages

Student Activity Reports from Lessons



Education Technology for Instructors

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Basic Moodle (85 min) ?

[Preview](#) [Edit](#) [Reports](#) [Grade essays](#)

[Overview](#) [Detailed statistics](#)

[See all course grades](#)

Name	Attempts	High score
Remote-Learner Admin	<input type="checkbox"/> Not completed	0%
Regina Blake	<input type="checkbox"/> 100% Saturday, May 21, 2016, 7:18 AM, (22 mins 36 secs)	100%
Pete Brumbaugh	<input type="checkbox"/> 100% Sunday, August 16, 2015, 10:10 PM, (9 secs)	100%
	<input type="checkbox"/> Not completed Sunday, August 16, 2015, 10:16 PM	
Marty Crossland	<input type="checkbox"/> Not completed	0%
Dr. Jonathan Downs	<input type="checkbox"/> 100% Monday, April 13, 2015, 11:25 AM, (11 mins 59 secs)	100%
Donald Dunn	<input type="checkbox"/> 100% Friday, March 6, 2015, 2:19 PM, (1 hour 29 mins)	100%
James Edlin	<input type="checkbox"/> 100% Tuesday, March 15, 2016, 10:26 AM, (1 hour 48 mins)	100%
Lynne Erickson	<input type="checkbox"/> 100% Friday, February 5, 2016, 1:42 PM, (now)	100%

Report Type

Individual
Scores

All
Students

Item Analysis Reports from Lessons



Basic Moodle (85 min) ?

[Review](#) [Edit](#) [Reports](#) [Grade essays](#)

[Overview](#) [Detailed statistics](#)

[See all course grades](#)

Multichoice: Concept Check: Student information and navigation

Class statistics

Question:

Concept Check: Student information and navigation



What is one of the more common, recommended ways to provide navigation guidance or short pieces of information to your students on the Moodle main page?

Answer:

<input type="checkbox"/> a Label resource	94.87% Checked this one.
<input type="checkbox"/> a URL resource	2.56% Checked this one.
<input type="checkbox"/> a Page resource	2.56% Checked this one.
<input type="checkbox"/> a File resource	No one checked this.

Question

Response
Summaries

All
Questions

Education Technology for Instructors

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Basic Moodle (85 min) ?

▼ Create a question page

Select a question type

Multichoice ▼

Essay

Matching

Multichoice

Numerical

Short answer

True/false

Add a question page

Cancel

Completion Tracking – Instructor configuration



Updating Lesson in Moodle for Instructors


▼ Activity completion

► [Expand all](#)

Completion tracking

Show activity as complete when conditions are met

Require view ☒ Student must view this activity to complete it

Require grade  ☐ Student must receive a grade to complete this activity

Require end reached ☐ Student must reach the end of lesson page to complete this activity

Require time spent

☐ Student must do this activity at least for minutes






Expect completed on

 ☐ Enable

▼ Moodle for Instructors

Moodle is our standard learning management system (LMS) for providing learning resources, activities, assessments, communications for students, in all modes of course delivery. It is essential that you understand how to use it. The following lessons are designed to help make you proficient in using Moodle.



-  Basic Moodle (85 min)
-  Configure your course format (10 min)
-  Creating Moodle Resources (45 min)
-  Add Textual Resources to your course (30 min)
-  Add File and Folder resources to your course (15 min)



Lesson
Completed

[Live Tour](#)

Discussion?

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MIDAMERICA

NAZARENE UNIVERSITY

